DOCUMENT RESUME

ED 141 987 EC 101 243

AUTHOR Mauser, August J.
TITLE A Performance Based Diagnostic Education Package for Teachers to Develop the Concept of Time and Telling Time in Learning Disabled Children.
PUB DATE 73
NOTE 41p.; Best Available Copy; Some print marginal and may not reproduce well
AVAILABLE FROM Department for Exceptional Children, 100 North First Street, Springfield, Illinois 62777

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Arithmetic; Elementary Education; Learning Activities; *Learning Disabilities; *Money Systems; Number Concepts; *Performance Based Education; *Teaching Guides; *Time

ABSTRACT

Intended for teachers of learning disabled children, the performance based learning package provides a list of steps for students to take toward obtaining competency in time and time telling. The package is broken down into eight milestones which include such steps as constructing a simple sundial as a group project, understanding that 15 minutes are equal to one quarter hour, and using A.M. and P.M. correctly when telling or writing time. The bulk of the document consists of appended materials which include the following: an outline of materials needed for each unit; an evaluation sheet; a list of suggestions for making arithmetic meaningful for students in grades 1 through 6; a program for teaching money concepts; and sample money problem worksheets. (SBH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED141987

ILLINOIS OFFICE OF EDUCATION
JOSEPH M. CRONIN
STATE SUPERINTENDENT OF EDUCATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A PERFORMANCE BASED DIAGNOSTIC EDUCATIONAL PACKAGE FOR TEACHERS TO DEVELOP THE CONCEPT OF TIME AND TELLING TIME IN LEARNING DISABLED CHILDREN

BEST COPY AVAILABLE

EC101243

Distributed by:

Department for Exceptional Children
100 North First Street
Springfield, Illinois
62777

"The Illinois Office of Education, Department for Exceptional Children distributes a variety of materials representing a broad range of ideas, opinions and philosophies pertinent to the education of exceptional children. These materials do not necessarily reflect the attitudes of either the Department for Exceptional Children or the Illinois Office of Education and are made available solely to assist in improving local educational programs. Printed materials not produced by members of the Department for Exceptional Children staff are entirely the work of their original authors and have not undergone revision or alteration by the Department for Exceptional Children."

A Performance Based Diagnostic Educational Package for Teachers to Develop the Concept of Time and Telling Time in Learning Disabled Children

by

August J. Mauser, Ed. D.
Northern Illinois University

1973

Time and Telling Time

A Performance Based Learning Package for Learning Disabled Children

by

August J. Mauser
Northern Illinois University

Module 00 Level 1.0

Milestone 00 Unit 1

P.O. The student will:

00 See examples of the ways in which time is important

01 See examples of clocks of yesterday (pictures or models)

02 Be able to identify a sundial by name when shown a picture or model

03 Participate in an experiment to show that the shadow of a stationary object moves as the sun moves

04 See examples of why a sundial cannot be used indoors, at night, or when clouds block the sun

05 Construct a simple sundial as a group project

06 Be able to identify a water clock when shown a picture or model

07 Participate in a group experiment showing the use of a water clock

08 Be able to identify a sandglass (hourglass) when shown a picture or model

09 See pictures of how fire was used to measure time

10 Identify a mechanical clock when shown a picture or model

11 Understand how fire was used to measure time by seeing pictures or models of striped candles, knotted ropes and oil lamps

12 Identify a mechanical clock when shown a picture or model

13 Identify a pendulum clock when shown a picture or model

14 Participate in a group experiment to show what a pendulum is

Basic Materials Needed

Time and Telling Time workbooks by Bertha Mae Wiley, Fearon Publishers, Inc., 2165 Park Boulevard, Palo Alto, California, 1967

See Appendix for additional supplies.

P.O. The teacher will:

00 Use models to show that time is read from a clock

01 Present pictures or models of clocks of the past and explain their workings

02 Provide materials for group experiments

Milestone 01 Unit 2

P.O. The student will:

00 See examples of different clocks of today (wall clock, mechanical clock, electric clock, alarm clock)

01 Understand that a watch is a clock that is small enough to carry with you

02 See examples of a pocket watch and a wristwatch

03 Be able to point to and name the face of a model clock

04 Be able to point to and name the hour hand of a model clock

05 Be able to point to and name the minute hand of a model clock

06 Name the 12 numbers on the face of a model clock

07 Place the hour hand on each number of the clock face saying the number to himself (1 to 12)

08 Understand that the minute hand must be on 12 when an exact hour of time is read

09 Move the minute hand to 12 and the hour hand to each number of the clock face while saying the numbers to himself

10 Understand that when an exact hour of time is read the number is followed by the words "o'clock"

11 Move the minute hand to 12 and the hour hand to each number of the clock face while saying the number followed by "o'clock" (1 o'clock, 2o'clock, etc.)

12 Be able to tell the proper hour when someone else moves the hour hand to various numbers - always using "o'clock" after the number

13 Be able to move the hands of a model clock to the proper time when the time is presented in writing ("9 o'clock, 2 o'clock, etc.)

08 Be able to write the proper Arabic number next to the Roman numbers from I to XII when presented out of order

09 Be able to name each number on a clock face with Roman numbers

10 Be able to move the hour hands of a clock face with Roman numbers to each position telling the hour (using "0'clock")

11 Be able to draw in the hands of a clock face with Roman numbers on a worksheet when the time is presented underneath the clock in Arabic numbers

12 Be able to write the proper time (in exact hours - using "0'clock) under worksheet clock faces with the minute and hour hands drawn in pointing to Roman numbers)

P.O. The teacher will:

00 Make available a clock model with Roman numbers on the face

01 Make available practice worksheets with clock faces with Roman numbers

Milestone 03 Unit 4

P.O. The student will:

00 See an example of a clock face with minute marks between the numbers

01 Be able to identify these marks by the name minute marks

02 Understand that it takes one hour for the hour hand to move from one number to the next

03 Understand that it takes five minutes for the minute hand to move from one number to the next

04 Understand that it takes one minute for the minute hand to move from one minute mark to the next

05 Understand that there are 60 minutes in one hour

06 See a clock face with the half between 12 and 6 shaded in

07 Understand that when the minute hand is in this portion we say it is "after the hour"

08 Practice moving the minute hand to various numbers and saying "5 minutes after 3 o'clock, etc.

09 Be able to say the time when someone else moves the minute hand to a number using the terms after and o'clock properly

10 Be able to draw in the proper time on a worksheet clock face when the time <u>after</u> the hour is written before the face

11 Be able to draw in the proper time as in <u>10</u> when Roman numbers are used

12 Be able to move the minute hands on a model clock to various positions using minute marks (17 minutes after 4 o'clock, etc.)

13 Repeat <u>10</u> using minute marks

14 Repeat <u>11</u> using minute marks

P.O. The teacher will:

00 Provide a model clock face with shading between 12 and 6

01 Provide a model clock face with minute marks

02 Provide a model clock face with shading between 12 and 6 minute marks

03 Provide worksheets for practice

Milestone 04 Unit 5

P.O. The student will:

00 See a clock face with the half between 6 and 12 shaded in

01 Understand that when the minute hand is in this portion we say it is "before the hour"

02 Practice moving the minute hand to various numbers and saying "5 minutes before 3 o'clock" etc.

03 Be able to say the time when someone else moves the minute hand to a number or minute mark - using the terms <u>before</u> and o'clock

04 Be able to draw in the proper time on a worksheet clock face

05 Be able to move the minute and hour hands of a model clock to any time upon demand ("7 minutes after 2 o'clock - 24 minutes before 11 o'clock, etc.)

06 Be able to write the proper time beneath worksheet clock faces using <u>before</u> or <u>after</u> and o'clock

07 See a model clock face with the two halves slightly separated

08 Understand that it takes the minute hand 30 minutes to go around half of the clock face.

09 Understand that 30 minutes is a half hour

10 Practice moving the minute hand of a model clock to show that half way around the clock is a half hour - regardless of the starting point

11 Practice placing the minute hand on the six of a clock face and moving the hour hand to each number saying "one-thirty, two thirty, etc.)

12 Practice as in 11 but using the term "half past one, half past two"

13 Understand that the terms one-thirty and half past one (etc.) are interchangeable

14 Practice with worksheet clock faces

15 See a model clock face with the 4 quarters slightly separated

16 Understand that 15 minutes are equal to one quarter hour

17 Practice moving the minute hand to the 3 on the model clock face and saying "quarter past"

18 Practice moving the minute hand to the 9 on the model clock face and saying "quarter to"

19 Be able to move the hands of a model clock face to the proper time when instructed - such as "quarter past 8"

20 Repeat 19 using the term "15 minutes past"

21 Be able to move the hands of a model clock to the proper time when instructed such as "quarter to 7"

22 Repeat 21 - using the term "15 minutes to"

23 Practice with worksheet clock faces

P.O. The teacher will:

00 Provide model clock faces

01 Provide practice worksheets

Milestone 05 Unit 6

P.O. The student will:

00 See examples of the short way of writing down time (1:30, 6:45, etc.)

01 Look at model clock face and write the number the hour hand is pointing to

02 Place a colon (:) after the hour hand number

03 Look at the clock face and write the number the minute hand is pointing to (immediately after the colon)

04 Understand that when writing time in numbers the hour is written first followed by colon (:) and then the minute

05 Practice moving the hands of a model clock face to the proper time when shown time written in numbers (1:25, 3:19, etc.)

06 Practice writing the time in numbers underneath worksheet clock faces

07 Practice drawing in hands on worksheet clock faces which have the time underneath them in writing

P O. The teacher will:

00 Provide model clock face

01 Provide worksheets

Milestone 06 Unit 7

P.O. The student will

00 See a clock face with a second hand

01 Be able to name the second hand

02 Participate in a group experiment to show that when the second hand goes all the way around the face of the clock it is one minute

03 Understand that there are 60 seconds in one minute

04 Practice moving the second hand on a model clock saying the time as it is done (5 minutes and 5 seconds after 6, 5 minutes and 10 seconds after 6)

05 Be able to move the minute and second hands of a model clock to the proper time when so instructed (18 minutes and 4 seconds after 6, etc.)

06 Be able to move all hands of a model clock to the proper time when so instructed

07 See examples of how seconds are written when we write the time (6:40.15, etc.)

08 Look at a model clock - write the time in hours and minutes then place a period (.) and write the seconds shown

09 Practice 08 moving hands of clock

10 Understand that when the seconds are added to written time, a period is placed after the minutes and then the seconds are written

11 Practice drawing in hands on worksheet clock faces - using hour, minute and second hands

12 Practice writing in time in hours, minutes and seconds underneath worksheet clock faces

13 Be able to write time using hours, minutes and seconds and using colon (:) and period (.) properly upon demand

P.O. The teacher will:

00 Provide model clock faces

01 Provide materials for group experiment (stop watch preferably)

02 Provide practice worksheets

Milestone 07 Unit 8

P.O. The student will:

00 See a chart with each hour of the day in place to show whether it is A.M. or P.M.

01 Be able to give a simple definition of Night (i.e. - tell it is the hours from midnight (12:00 A.M.) to (5:00 A.M.)

02 Be able to give a simple definition of Morning (i.e. - tell it is the hours from 6:00 A.M. to 11:00 A.M.)

03 Be able to give a simple definition of Afternoon (i.e. - tell it is the hours from noon (12:00 P.M. to 5:00 P.M.)

04 Be able to give a simple definition of Evening (i.e. - tell it is the hours from 6:00 P.M. to 11:00 P.M.)

05 Be able to place any time into its proper category (i.e. 4:00 P.M. - Afternoon; 2:00 A.M. - Night)

06 Know that A.M. stands for before noon

07 Know that P.M. stands for afternoon

08 Use A.M. and P.M. correctly when telling or writing time

P.O. The teacher will:

00 Provide a chart with night, morning, afternoon and evening headings - under which are the 6 hours of each

01 Provide practice worksheets

Appendix - Materials

Time Unit - Materials

Based on the Time and Telling Time workbooks by Bertha Mae Wiley, Fearon Publishers, Inc., 2165 Park Boulevard, Palo Alto, California, 1967.

Milestine 00

1. Pictures - or preferably models - of clocks of yesterday

   A. Water clock
   B. Sundial
   C. Sandglass (Hourglass)
   D. Fire as measure of time (striped candles, knotted ropes)
   E. Mechanical clocks
   F. Pendulum clock

2. Materials for a sundial project (thin wood or cardboard)

3. Materials for waterclock project
   (paper cups and large straws and scissors)
   (for more permanent model use plastic bowls connected with plastic tubing - use icepick or similar instrument to pierce plastic bowl)

4. Stopwatch or wristwatch with second hand to conduct time experiments and "egg timer" type sandglass.

Milestone 01

1. Pictures of or actual clocks of today

   A. Wall clock
   B. Mechanical clock
   C. Electric clock
   D. Alarm clock

2. A wristwatch - with a second hand - preferably several

3. A stopwatch

4. A pocketwatch (or picture of one)

5. A model clock - with all numerals shown - with movable minute and hour hands (no minute marks on clock face)

6. Same as #5 - but only hour hand movable

7. Ditto masters for worksheets

8. Paper as needed

Milestone 02

1. Chalkboard and chalk

2. A model clock with hours shown in Roman Numerals - with movable hour and minute hands (no minute marks should be present)

3. Same as #2 - but only hour hand movable

4. Ditto masters for worksheets

5. Paper as needed

Milestone 03

1. Model clock with minute marks between numerals on face - both hands movable

2. Model clock as in #1 - but area between "12" and "6" should be shaded - the words "after the hour" may be printed in this area if desired

3. Ditto masters for worksheets

4. Paper as needed

Milestone 04

1. A model clock - with minute marks between numerals - both hands movable - the area between "6" and "12" (i.e. - 7, 8, 9, 10, 11) should be shaded - "before the hour" may be printed in this area.

2. A. A model as clock as in #1 - the two halves should be slightly separated such as -

   B. The words "after" and "before" should be printed in their respective areas

   C. Each half should be shaded in different color

3. Ditto masters for worksheets

4. Paper as needed

Milestone 05

1. Previous model clock faces as needed
2. Ditto masters for worksheets
3. Paper as needed

Milestone 06

1. Model clock with numeral, minute marks, minute hand and second hand
2. Ditto masters for worksheets
3. Paper as needed

Milestone 07

1. A chart on heavy paper showing all 24 hours of the day - shading to divide A.M. - P.M. morning, afternoon, evening and night.
2. Ditto masters for worksheets
3. Paper as needed

General Materials Needed

1. Scissors and other cutting tools to produce clock faces and in experiments.
2. Heavy paper - tagboard - cardboard - as preferred for model clocks.
3. Marking pencils - felttips - paint - as preferred for clock faces and shading.
4. Compass - to make clock faces on worksheets - or stencil - or can be done free hand as desired.
5. Stencil for numerals on clock faces of worksheets - if desired
6. Primary-type-typewriter may be used on worksheets or information may be printed - as desired
7. Heavy paper fasteners to attach hands to clock faces - reinforce with eyelets.

Program_____ No_____

Teacher_____ Period 1 1a 2 2a 3 3a 4 4a
(Circle)

Module No. 00 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15
16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
Slash Module Reported /

Student No._____

Student Name_____

Absence_____

Total Pay Earned_____

Week Ending_____

Milestone 00
Performance Obj.

00	10	20	30
01	11	21	31
02	12	22	32
03	13	23	33
04	14	24	34
05	15	25	35
06	16	26	36
07	17	27	37
08	18	28	38
09	19	29	39

Milestone 01
Performance Obj.

00	10	20	30
01	11	21	31
02	12	22	32
03	13	23	33
04	14	24	34
05	15	25	35
06	16	26	36
07	17	27	37
08	18	28	38
09	19	29	39

Milestone 02
Performance Obj.

00	10	20	30
01	11	21	31
02	12	22	32
03	13	23	33
04	14	24	34
05	15	25	35
06	16	26	35
07	17	27	37
08	18	28	38
09	19	29	28

Milestone 03
Performance Obj.

00	10	20	30
01	11	21	31
02	12	22	32
03	13	23	33
04	14	24	34
05	15	25	35
06	16	26	36
07	17	27	37
08	18	28	38
09	19	29	39

Milestone 04
Performance Obj.

00	10	20	30
01	11	21	31
02	12	22	32
03	13	23	33
04	14	24	34
05	15	25	35
06	16	26	36
07	17	27	37
08	18	28	38
09	19	29	39

Milestone 05
Performance Obj.

00	10	20	30
01	11	21	31
02	12	22	32
03	13	23	33
04	14	24	34
05	15	25	35
06	16	26	36
07	17	27	37
08	18	28	38
09	19	29	39

Milestone 06
Performance Obj.

00	10	20	30
01	11	21	31
02	12	22	32
03	13	23	33
04	14	24	34
05	15	25	35
06	16	26	36
07	17	27	37
08	18	28	38
09	19	29	39

Milestone 07
Performance Obj.

00	10	20	30
01	11	21	31
02	12	22	32
03	13	23	33
04	14	24	34
05	15	25	35
06	16	26	36
07	17	27	37
08	18	28	38
09	19	29	39

SUGGESTIONS FOR MAKING ARITHMETIC MEANINGFUL
Grade Levels 1-6

Dr. August J. Nauser
Special Education

COUNTING AND RANKING

Figuring out supplies needed (art, books, etc.)
Figuring out the seating in the bus for a trip
Feeling the beats in rhythmic experiences: walking the beat tapping it, clapping it, etc.
Finding values of different notes
Reading different time signatures
Watching child's original song being written in proper musical form
Dividing off into squads
Figuring the changes needed to be made in team numbers to keep the team even
Learning ways of dividing the total group into the desired number of teams or groups
Tallying scores
Keeping total scores
Tallying votes cast and announcing the decision
Counting the legs on an insect or a spider
Tallying and counting the number of birds seen on a field trip
Ranking things we have collected according to size, to value, or to some other classification
Figuring how many more children there are in some work group than in others
Locating a certain page in a book efficiently because he knows the 80's come immediately after the 60's
Counting the days until a coming event
(There are 14 days until Christmas Vacation)
(There are 2 weeks and 0 days until Christmas Vacation)
Counting the minutes until the assembly program begins (counting in this sense is really grouping by 5's)
Recognizing that 'rooms' are numbered in a sequential order
Learning that police cars are numbered and that the number identifies the car
Discovering the sequential order (ranking used in listings, as well as in a simple outline form made and explained at first by the teacher)
Learning to use the proper numbers in a simple outline form
Using knowledge of ranking of numbers to help in locating certain pages of a book, etc.
Using knowledge of grouping as money is being counted: This grouping may be made in reference to numbers, to denominations of money, etc.
Learning to recognize which Roman Number follows which (ranking of Roman Numerals)
Finding answers to these questions: What can we plan in order to give our whole group duties that need to be done? How many can dramatize this story? How many mats do we need for tumbling?

READING AND WRITING NUMBERS

Saying and writing some of the numbers brought out in morning news period
Observing dates on historic markers and buildings in the city and subtracting to find the age
Reading Roman Numerals as they indicate chapters. (This is an excellent chance to begin to teach that people of the world have developed different number systems)
Referring to the total number of children in the school, number of third graders, etc.
Referring to the number of houses or families within a specific city block
Recording the total number of factories in Battle Creek, also numbers in various classifications
Reporting the number of miles traveled over the weekend or on vacation with reference to the route traveled.

Referring to telephone numbers; referring to house numbers with attention to the fact that the odd ones are on one side of the street and the even ones on the other

Reporting on the number of young in a litter (and understanding that litters vary in size)

Recording the number of things the magnet attracted and number are attracted

Referring to the table of contents in exact terms; using the index correctly

Finding out, recording and thinking with the number of gallons of ink used each day to print the Enquirer and News

Learning to recognize numbers written as words

Using correctly the ordinal numbers - first, second, third, etc.

ESTIMATING

Estimating in relation to the day's program:

- Planning appropriate times of the day for different activities
- Evaluating the use of the time and recording suggestions made
- Planning the length of time needed for the work period
- Determining how the time will be used by different groups
- Questioning if enough time was allowed

Figuring how much we were "off" and account for that

- Estimating how much time remains and how much can be accomplished

Estimating in relation to taking educational trips:

- Estimating the mileage to Kellogg Field

Estimating the probable gas consumption

- Estimating the time saved by riding
- Estimating distances and time required for a walking trip

Alloting space on murals for different committees then measuring the space exactly if necessary

Estimating and then figuring the number of times the earth turns daily, weekly, monthly, yearly

Estimating the height of certain cloud formations

Estimating the times of sunrise and sunset as the seasons pass and check with a suitable reference

Judging the fractional part of the book I have finished (1/2, 1/3, 1/4) the part left to be read both as a fractional part and in actual pages

Learning <u>how</u> to find quickly a certain portion of a book, a certain portion of a story a certain page, etc.

Estimating the amount of space to leave for margins on a composition paper to get a pleasing effect.

Estimating distance on a globe and then checking the accuracy of the judgment.

Judging how far away things are from us in yards, in rods, etc. and then measuring roughly to check the judgment

Guessing how much older something is than we are

Guessing the number of gallons of water per fish there is in an aquarium and checking not only the answer but also the way of thinking

Thinking about how many miles it is between cities and watching father's speedometer to check the validity of the thinking and the clues used.

MONEY

Learning about the various money drives carried out in the community and participating as a part of a school unit to such as the Red Feather Drive, the Seal Drives, PTSA membership drives, etc.

Figuring for, and managing certain aspects of the mild program such as collecting the money, keeping records, ordering milk from the dairy, finding how many bottles are needed per day or per week, using the telephone, finding the cost of a week's supply of milk, etc.

Working with PTA membership figures to find out the number of membership turned in per day, keeping a running total, comparing figures from day to day, comparing present figures with last year's figures, etc.

Working figures relating to costs of lunch in the cafeteria

Knowing about, and handling to a certain extent, money relating to the purchasing of movies, tickets at school, pencil buying, collecting Weekly Reader money, carrying on popcorn, candy and cookie sales, etc.

Setting up and maintaining a post office in the room where U.S. stamps are sold, financial records are kept, and stamps are purchased from the Post Office

Conducting a store for the school from which supplies such as pencils, paper, erasers, etc. are sold. This involves the original purchase of supplies, making out prices, selling, making change, keeping totals, inventorying supplies, making out order, etc. This requires setting up a bookkeeping system in simplified form, planning for, figuring cost for, getting the money and supplies for, party refreshments: thinking with dozens and half dozens as well as with money in relation to the purchase of napkins and cookies.

MEASURING DISTANCE, SIZE, AND SPACE THINKING WITH THESE FACTORS

Measuring lumber in order to make something to be used: a book shelf, a bird house, a puzzle to fit a certain design, etc.

Measuring for the making of musical instruments - that is, figuring the lengths of the xylophone strip, the spaces between holes, etc.

Measuring for adequate space for arranging exhibits and displays to give a pleasing effect

Planning for effective use of bulletin boards, that is finding the middle, thinking out what to do to get a good balance, etc.

Planning the appropriate size of maps to be made so that all the ideas that are to go on it can be put on it

Planning the make-up the organization of charts which summarize an educational trip; deciding about the sequential order to the points to be included and then numbering accordingly, arranging the sizes of the illustrations and placing them where they belong on the chart

Measuring the paper needed for making scenery for a play and getting a suitable proposition of things to each other

Measuring paper needed for a mural to fit the space where it is to be used: saying a measuring in several ways such as: 2 feet and 4 inches, 28 inches, 8 inches less than the yardstick, 8 inches less than a yard, 8 inches less then 3 feet, 8 inches less than 36 inches, etc.

Measuring off the goals for certain games in physical education

Measuring the space in the room to exact specifications in order to show where the first school in Battle Creek would have fitted on the floor

Measuring length of string, paper, wood, wire, etc. to exact specifications for science experiments

Measuring exactly the amounts of certain ingredients called for in cookie recipes

Figuring the amount of water in gallons, quarts, and pints needed in making and maintaining an aquarium for goldfish in accordance with the length of the fish in inches (Ratio and proportion)

Figuring and supplying the amounts of different foods needed for lunch on a trip

Figuring the proper proportions of materials needed for making paper mache

Finding out and getting the kinds and amounts of ingredients to follow recipes for making certain foods eaten by the pioneers

Anticipation and measuring the distance covered in trips (one way and round trip) and planning in terms of time

Mixing carefully measuring materials to make paint and clay for work periods

Measuring height and weight of children and figuring out the changes

Figuring the ages of different members of the family; figuring and saying the differences in ages, etc.

Finding the number of children present and the number absent, recording these figures, reporting these to the school office if that is wanted, comparing the figures with previous attendance and absence figures, drawing conclusions.

Weighing various articles to find out that size does not necessarily determine weight:

EXAMPLE: In a study of rocks, they found the difference in weight between sandstone and granite

MEASURING TIME AND THINKING WITH THESE FACTORS

Using a clock with movable hands to indicate the time for clean-up and depending upon a checker to signal when that time has arrived on the room clock

Comparison of length of time needed to read stories of same number of pages, of different lengths but simpler content

Knowing about how parent conference schedules are planned for and made, how they are coordinated within the total school

NOTE:

The whole concept of time scheduling and the many factors going into it are significant here. Possibly, children do not actually participate in the making of these schedules, but they need to have opportunities to understand the structuring of things so intimately concerned with their growth.

Timing themselves on a job

NOTE:

Especially the kind of job where they need to eliminate random, unrelated activities. This does not mean that speed in itself is prized but rather that good clean-cut attention to the job at hand is prized. Therefore, this is good for only certain kinds of jobs, isn't it?

Considering the speed of travel during early days with the time required now; comparing the mileage per day with that possible now, etc.

Understanding the relation of whole notes to half notes and to quarter notes in singing and rhythms by walking it out, by tapping it, by clapping it, etc.

Figuring out how long ago the first house in Battle Creek was built and comparing that number of years with something comprehended a little more clearly.

Dividing the total time which the teacher allows per day for instruction in reading among the various groups so that each gets a proper portion of time on the basis of need.

Understanding the number references made in news period by comparing them with ages, dates, and amounts of time already familiar to children. Setting up a kind of situation which helps children to understand time, to say what they see, to interpret time change through a most concrete and simplified system of record keeping. This example illustrates this kind of thing quite clearly and adequately:

"At a specific time each day over a period of time (it must be long enough to accomplish the purpose of the whole thing), we noted and marked it which point the sunlight fell on a piece of paper we had tacked on the wall; we found that the sun seemed to move at least one inch every 24 hours in its position in the sky."

NOTE: Such a record carefully kept shoudl promote many questions prompting careful and selective reading and studying of diagrams, followed by a few excellent generalizations.

Understanding the division of the school day into parts of varying lengths as directly related to balancing the kinds of work expected of children.

MEASURING TEMPERATURE AND THINKING WITH THESE FACTORS

Learning that temperature is measured by thermometers and thermostats.
Learning how to read temperature and to say and to write the readings correctly.
Becoming acquainted with some different kinds of thermometers such as indoor, outdoor, meat, body, oven, etc.
Understanding that having the proper temperature is essential for baking cookies, for cooking, for ironing, for washing, for bathing, etc. because heat is a factor in producing change.
Finding out, reading, recording, and thinking with thermometer readings.
Figuring out and recording temperature changes at different times of the day, on different days, when sun is shining and when it is not, etc.
Understanding freezing, thawing etc. as these terms relate to temperature.

CHARTS AND GRAPHS

Making our own spelling charts to show number of words child takes each week
- Number of words child spells correctly on test
- Number of words child will take next week
- Possibly other things in relation to certain words or kinds of words

Using these spelling charts records as a basis for further individual child planning, interpretation to parents, etc.
Keeping individual height and weight records over a period of time for purposes of seeing growth, spurts as well as plateaus, etc. (Primarily children will learn to understand the concept of physical growth in relation to themselves)
Charting out school community to learn
- Where we live in relation to our school
- A sense of direction
- The names of the directions
- To say the correct directions from many places on the map
- A sense of distance in terms of blocks
- A sense of time needed to cover the distance safely and promptly under various weather conditions
- Where we live in relation to our friends
- The make-up of our school community

Charting the Battle Creek Community to show
- The many factors making up a city
- The location of our school in our city
- The routes of the trips we have taken
- Where our fathers and mothers work
- Where we attend church
- Where our postman delivers mail
- How many blocks he walks each day
- Where the fire stations are
- Where our postman delivers mail
- Where the hospitals are
- Routes of the railroad
- The main U.S. route going through our city
- The city bus routes
- And exact routes we traveled or walked on our trips
- And exact routes we traveled or walked on our other trips
- And many, many others

Thinking mathematically by comparing, contrasting, and generalizing as a result of making and using such charts
Charts on paper a map (using an approximate scale which is simplified) showing our playground, or the layout of a park near our school, or our trip to the Enquirer and News, etc. - all designed to reflect in concise forms answers to out questions or ways we clarified our thinking.

Recording temperatures (indoor, outdoor, different times of the day, etc.) and using these for purpose of comparing, contrast, interpreting, finding related questions, finding out why, etc.

Referring to calendar to get many kinds of information: holidays, vacation dates, and days, Christmas season, hunting season, number of weeks left this month, number of weeks until the first day of spring, etc.

Using the calendar as a reference in planning class activities, in deciding upon when a committee can be ready to report, in planning the sequence in our study of the source of the water supply in Battle Creek, in setting the dates of our trip, in checking on the due dates of library books, etc.

Making and using our own class calendar for purposes of recording important things such as:

- Birthdays of children this month
- Birthdays of other important people this month
- Types of weather this week, this month
- Changes in weather during the day, the week
- Changes in weather which indicate the approach of the next season

Reading and interpreting charts and diagrams which appear in the Weekly Reader, in the newspaper, in the hall outside of the fifth grade, in science and social books, or on ones which the teacher has made to summarize a significant something or other

NOTE:

There are many times when teachers can construct a simple chart of diagram before the class as a way of saying in different form what has been said or written in many words. A chart uses pertinent points in an organized way, it summarizes in concise form, and presents a picture form which children can graphic presentation of ideas.

Dr. August J. Mauser
Department of Special Education
Northern Illinois University
-Unit Ideas-

MONEY

INTRODUCTION

Our society is becoming more involved each day and the education of the mentally retarded child should be based on meeting the needs of the EMR and stimulating their abilities so that they will properly fit into our ever-changing society. The responsibility of handling money, (to provide for individual needs) is of great necessity if the educable mentally retarded are to function adequately.

The primary objective of this unit is to direct the pupil to be economically efficient. He must know and understand money, how to use it, and how to provide for a safe place in which to keep it.

UNIT OBJECTIVE

1. To understand that money was not always the same as we know it today.
2. To understand where money comes from and that the government is the only authorized agency to manufacture it. (U.S. Mints)
3. To understand the symbols of money and be able to use them.
4. To understand and know the values of silver and currency.
5. Be able to count money and make change.
6. Be able to spend money wisely.
7. To understand that money is only earned by working for it.
8. To introduce the bank and its services.
9. To build a vocabulary necessary for understanding money and banking policies.
10. To understand the purpose of a bank and the services available to their customers.

CONCEPTS

1. To know the different denominations of money.
2. Understand where money comes from.
3. Money has value and different names.
4. Understand the money symbols.
5. Know how to count money.
6. Take proper care of money.
7. Understand that we must spend money wisely.
8. Understand why we need money and how we get it.
9. Understand the bank and its services.
10. U.S. Mints

TEACHER'S EVALUATION

1. Do the students understand that money does have value?
2. Do the students understand that money is not their property and that it is illegal to misuse, deface or make it themselves.
3. Do the students know the value of the various coins?
4. Are the students able to make change, count, and use money wisely?
5. Do the students understand the purpose of a bank and know of its services?
6. Do the students see the value of having the services of a bank?
7. Did the unit give the students enough of the academic skills?
8. Did this unit create interest and motivation for the students?
9. Will this unit fit into the sequence of the curriculum?

CONCEPT: Understand where money comes from

LIFE EXPERIENCE CHART

We have not always had money.
A long time ago they traded for things.
Miners used picks and shovels to dig for gold
Money made of metal is called silver
Money made of paper is called currency.

SPELLING WORDS

goods
value
amount
gold
silver
mint
another
bartering

ACTIVITIES

Discuss the early development of money and draw from the students the different things that were used for money. Read and write on the experience chart. Talk about how the miners got their money. Discuss what our present money is made of and what it is called, where it comes from, and how it is made.

RECOGNITION WORDS

vault
government
ground

SPELLING:

Pronounce the spelling words and discuss them with the class. Then write the spelling words on the experience chart. Have the students write the words in a sentence and turn them in. Correct the sentences and have the pupils read them in class. Have a trial test and a final test the next day.

WORKSHEETS - Do in class.

Then and now
Where money comes from
Money

CONCEPT: Money has value and different names.

LIFE EXPERIENCE CHART:

Each coin has value.
There are many names for money:

1. penny - one cent
2. nickel - five cents
3. dime - ten cents
4. quarter - twenty-five cents, two bits
5. half dollar - fifty cents, four bits
6. There is no one piece of money worth seventy - five cents. It is sometimes called six bits.
7. a dollar - a buck, a greenback, a bill

ACTIVITIES:

Reread and write on experience chart.
Discuss the different values of money.
Talk about the slang words that are often associated with money and also how they got their names and origin.

SPELLING:

Pronounce the spelling words and discuss them with the class. Then write the spelling words on the experience chart. Have the students write the words in sentences and turn them in. Correct the sentences and have the pupils read them in class. Have a trial test and a final test the next day - exclude those from the final test who had a perfect paper on the trial test.

WORKSHEETS:

Unscramble Slang Words
Getting Change
Which One Are You?

SLANG WORDS ARE IMPORTANT
THEY MAKE MONEY SENSE TOO
WITH A LITTLE CLUE
LET'S UNSCRAMBLE A FEW!

1.	CALMO_____	JACK
2.	TELTCEU_____	SCRATCH
3.	TOOL_____	MOOLA
4.	OUGHD_____	CLAMS
5.	CHARCTS_____	CHICKEN FEED
6.	AGEBCAB_____	LETTUCE
7.	SHIPC_____	LOADED
8.	CKJA_____	LOOT
9.	DEEF KENCHIC_____	DOUGH
10.	ALMCS_____	CABBAGE
11.	DOALED_____	CHIPS

NAME_____ DATE_____

CONCEPT: To know the different denominations of money.

EXPERIENCE CHART:

There are many different coins to use. Some coins are called change. Some coins are made of paper. Coins may be called by two or more names.

ACTIVITIES:

Spelling--Pronounce the spelling words and discuss them with the class. Then write the spelling words on the experience chart. Have the students write sentences using the spelling words and turn them in for correction. The teacher should correct them and have the students re-write the sentences and read them to the class. The class should make comments about the students sentences and other comments about their appearance and presentation of a perfect paper on the trial test.
On Chart--Discuss the coins and other money that we use in our system and write it down on the experience chart.

SPELLING WORDS

penny
nickel
dime
quarter
dollar
half dollar
fifty cents
twenty-five cents

RECOGNITION WORDS

ten cents
five cents
change
count

LIFE EXPERIENCE CHART

We count pennies by ones.
We count nickels by fives.
We count quarters by twenty-fives.
We count dimes by tens.
We count half dollars by fifties.
We must know the value of each coin when we count money.
We must know the correct way to count change.
We count change beginning with the amount of our bill and count up to the amount paid.
If a bill is $1.06, we begin counting at $1.06 My bill was for $.06 To count change, she would say, "$.06, .07, .08, .09, .10." The cashier gave us a nickel and a penny.

SPELLING WORDS

count
change
piece
correct
cash
coin
metal
paper
total

RECOGNITION WORDS

add
substract
multiply
divide

ACTIVITIES:

Review and write on the experience chart.
Discuss how money is counted starting with a penny.
Discuss and work at the board problems on counting correct change.

WORKSHEET:

Making change #1
Making change #2
Language - Are and Our

SPELLING:

Pronounce the spelling words and discuss them in class. Write the words on the experience chart. Have the pupils write sentences with the words. Correct the sentences and have pupils read them in class. Have trial test and exclude the perfect papers from taking a final test.

YOU BUY THIS	IT COSTS	YOU GIVE THE CLERK	THE CLERK SAYS THIS AS HE COUNTS YOUR CHANGE	TOTAL CHANGE
	$.75 a pair	Two Dollars		
	$3.50	Five Dollars		
	$2.50	Five Dollars		
	$ .25	One Dollar		
	$3.75	Five Dollars		
	$2.75	Five Dollars		
	$2.50	Three Dollars & fifty cents		

	You Buy This	It Costs	You Give the Clerk	Your Change			Total Money You Get Back
				Pennies	Nickles	Dimes	
1	Balloon	$ .04	$ .10	.	.		
2	Record	$ .79	$1.00	.	.		
3	Shoes	$5.98	$10.00	.	.		
4	Yo-yo	$ .09	$ .25	.	.		
5	Gum	$ .05	$ .50	.	.		
6	Pencils	$ .29	$ .50	.	.		
7	Doll	$ .16	$ .25	.	.		
8	Paper	$ .37	$1.00	.	.		
9	Book	$ .84	$1.00	.	.		
0	Socks	$ .25	$ .50	.	.		
1	Dress	$7.75	$10.00	.	.		
2	Airplane	$ .12	$ .25	.	.		
3	Coat	$11.98	$15.00	.	.		
4	Top	$ .05	$ .10	.	.		

CONCEPT: To understand that money is only earned by working for it.

LIFE EXPERIENCE CHART:

We earn money by working.
We get a weekly allowance by doing chores.
We are working when we are doing chores.
When we work, we have money to spend.
When we have money to spend, we feel good.
We do not like to be broke.
If we do not work, we will not have any money and we cannot buy the things we need for ourselves and our families.

ACTIVITIES:

SPELLING:

Put spelling words on the life experience chart and discuss each word and its meaning with the students. Have the students write sentences using the spelling words and have them tie the spelling sentences up with the theme of money. Teachers should correct the spelling sentences and have pupils rewrite the sentences in the corrected form and then read their sentences and the presentation of them. Have a trial test and a final test excluding those from the final test that received a perfect paper on the trial test. Emphasize phonics, pronounciation, and good reading when presenting sentences to the class.

Work with the students on the cash register and making change. Always emphasize sales tax.

Have the students do the worksheet.

Language: Buy and by
Yes and no - Do I have enough money?
Before and after
Sales tax - How much?

OUR MONEY HAS WORTH

ONE DOLLAR IS WORTH:

_____ Dimes

_____ Quarters

_____ Half Dollars

_____ Nickles

_____ Pennies

ONE HALF DOLLAR IS WORTH:

_____ Dimes

_____ Quarters

_____ Half Dollars

_____ Nickles

_____ Pennies

ONE QUARTER IS WORTH:

_____ Nickles

_____ Cents

ONE DIME IS WORTH:

_____ Dimes

_____ Nickles

_____ Pennies

ONE NICKLE IS WORTH:

_____ Pennies

NAME _____ DATE _____

OUR MONEY HAS WORTH

$2 00 Is Worth:

_____ Dollars

_____ Half Dollars

_____ Quarters

_____ Dimes

_____ Nickles

_____ Pennies

$5.00 Is Worth:

_____ Dollars

_____ Half Dollars

_____ Quarters

_____ Dimes

_____ Nickles

_____ Pennies

CONCEPT: Understand the money symbols.

LIFE EXPERIENCE CHART:

The symbol for cents is the ¢ sign.
The symbol for dollars is the $ sign.
The symbol for the dollar is used with a decimal point.
The dollar symbol goes in front of the number.
The cent symbol goes behind the numbers.
These are symbols that stand for money.

Spelling Words

symbol
decimal
sign
working
currency
earn
largest
point

RECOGNITION WORDS

location
process
hundred

ACTIVITIES:

Put up a bulletin board:
"Money doesn't grow on trees, but it grows"
and "one can't go.... Why?
REVIEW AND WRITE on experience chart.
The teacher is to write numbers on the board and in the written number form.
The student will then go to the board and write in the numbers (Arabic using the decimal point.)
The teacher will put problems on the board involving the value of coins.
The students will then go to the board and show how many dimes, nickels, etc. that are in each larger denomination.

WORKSHEETS:

Using the decimal point.
Our money has worth.
Spelling: Pronounce the spelling words and discuss them with the class. Then write the spelling words on the experience chart. Have the students write the words in sentences and turn them in. Correct the sentences and have the pupils read them in class. Have a trial test and a final test the next day.

CONCEPT: Take proper care of money.

LIFE EXPERIENCE CHART:

We must take care of our money.
When we destroy it we are destroying government property.
We should keep money out of our mouth.
We should never crumple or wrinkle our paper money.
Money has germs on it.
We might swallow money if it is put in our mouth.
We could be poisoned by putting money in our mouth.
Money is not a toy and we should not play with it.
Money belongs in our wallet, purse, or in the bank.
On all money it is written, "In God We Trust."

SPELLING WORDS

purse
lose
bank
germs
poison
play
care
billfold

RECOGNITION WORDS

wallet
mouth
swallow

ACTIVITIES:

Review and write on experience chart.
Discuss the fact that money we have really belongs to the government.
Discuss how we should take care of our money and not destroy it in any manner.
Why it says, "In God We Trust." Safe places to keep it.

HEALTH:

Money has germs and also talk about what might happen if we put it in our mouth.

SPELLING:

Pronounce the spelling words and discuss them in class. Write the words on the experience chart. Have the pupils write sentences with the words. Correct the sentences and have pupil read them in class. Have a trial test and exclude the perfect papers from taking a final test.

WORKSHEET:

In God We Trust:
Language - Know and No
Money Word Problems
Mr. Zero

1. We show our_____in God by putting,
   "In God We Trust" on all_____.
2. Money is made at the _____in Denver.
3. There is a five-cent_____of money.
4. Our nation has a_____trust in God.
5. The Government_____currency at the mint.

NAME_____DATE_____

Know No

1. We should_____the value of money.
2. _____, I did not lose the money I earned.
3. Do you_____where the best place is to keep your money safe?
4. _____, I did not_____you were working for sixty-five cents an hour.
5. Yes, I_____money is covered with germs.
6. Some people do not_____it is wise to save money.
7. We all_____money does not grow on trees.
8. _____one can print government money legally.
9. There is_____easy way to get money.
10. We must_____how to take care of our money.
11. There is_____use to dig for gold if there is _____gold left.
12. We must_____how to count our change.
13. We feel good when we_____how to earn money the honest way.

NAME_____DATE_____

MONEY WORD PROBLEMS

1. Five nickels plus three quarters are _____.
2. Seventy-five cents and thirty cents are _____.
3. Two dimes and four bits make _____.
4. Three nickels and two dimes are _____.
5. Seventy-five pennies and fifteen pennies make _____.
6. Two quarters and one nickel make _____.
7. Five dimes and one quarter are _____.
8. One half dollar and two quarters is _____.
9. Two dimes and three half dollars make _____.
10. Two bits and four bits make _____.
11. Six bits and four bits make _____.
12. Five nickels take away two dimes leaves _____.
13. One dollar less six bits is _____.
14. Two dimes minus two nickels is _____.
15. Two quarters less four bits is _____.
16. Twenty-five nickels take away a half dollar is _____.
17. Sixteen pennies less nine pennies is _____.
18. Four quarters less six dimes is _____.
19. Fifty cents less three dimes is _____.
20. Fifty cents less three dimes is _____.
21. One dollar plus thirty cents minus eighty-five cents is _____.
22. Fifty cents minus thirty-five cents plus ten cents makes _____.

NAME _____ DATE _____

ADD:

$9.70	$2.68	$9.50	$12.80	$3.00	$63.20
7.64	6.30	3.83	44.28	2.59	44.28
8.20	2.45	5.30	1.39	3.50	1.39
$ .01	$ .08	$1.00	$2.00	$ .99	$1.40
.15	.09	.98	4.01	.12	2.00
.98	.13	.05	8.60	.35	1.40

SUBTRACT:

$ .09	$ .98	$ .08	$ .07	$ .09	$ .07
.06	.89	.03	.01	.09	.05
$ .10	$ .09	$9.99	$1.06	$ .07	$4.55
.09	.01	8.88	.05	.07	3.21
$ .04	$1.11	$3.07	$ .10	$ .07	$ .55
.03	.21	1.23	.06	.07	.10
$1.06	$1.55	$5.00	$10.00	$6.36	$ .08
.96	.30	4.20	.01	4.00	.08

ADD:

$ .06	$ .36	$5.15	$ .01	$4.01	$1.00
.08	.09	1.18	.04	.15	.04
.10	.13	2.00	.06	.92	.07

NAME _____ DATE _____

CONCEPT: Understand that we must spend money wisely.

LIFE EXPERIENCE CHART

We must learn to spend money wisely.
We must be aware of false advertisements.
We may lose money by buying cheap things.
We find the bargains by shopping before we buy things.
Purchase only what we need to buy.
We spend our money only once.
Be sure you can pay before you decide to charge something.
Everything marked on sale may not be a bargain.

SPELLING WORDS

spend
wisely
shop
cheap
sale
false
charge

RECOGNITION WORDS

purchase
bargain
loose

ACTIVITIES:

Review and write an experience chart.
Discuss problems of spending money wisely.
Point out to students that we must be aware of bargains and recognize one when we see it.
Discuss the gimmicks used in advertising.
Discuss how to go shopping and what to look for, keeping in mind the things you most need.
Set up a bulleting board: "no argument about it."

SPELLING:

Pronounce the spelling words and discuss them with the class while writing them on the experience chart. Have the pupils write sentences and have pupils read them in class. Have a trial test and exclude the perfect papers from taking a final test.

WORKSHEETS:

U.S. Money and Grocery Order
Change From a Purchase
Mr. Savings goes to the bank

U.S. MONEY

In adding or subtracting money, use the decimal point to separate dollars and cents. Also, use the $ sign as shown. EXAMPLE: $4.52 +3.19 $3.54 -3.45

41c +32c	48c +31c	67c +32c	75c +52c	65c +52c
$2.46 +7.32	$3.48 -2.12	$3.65 +5.01	$5.82 -2.02	
$5.23 7.23		$7.82 -1.80	$4.68 +5.23	$7.29 6.09 2.18
$2.42 4.23 7.43		$1.11 .31 8.10	$ .85 .08 6.58	$47.40 - 34.09
$7.72 - 6.42		$34.48 - 5.78	$73.18 - 71.42	$22.22 +99.00
$87.63 -73.02			$79.60 -30.67	

NAME _____ DATE _____

Mrs. Smith pays her grocery bill every week. The grocer wants to know how much profits he makes on each item. Find the profit for each item.

ARTICLE	*SELLING PRICE	*COST	PROFIT
1 can of salmon	55¢	34¢	_____
1 bar of soap	12¢	8¢	_____
1 box of soap flakes	32¢	21¢	_____
1 box of matches	7¢	5¢	_____
1 dozen oranges	59¢	42¢	_____
1 box of cookies	38¢	28¢	_____
1 can of fruit juice	34¢	23¢	_____
1 honey-dew melon	49¢	34¢	_____
1 jar of peanut butter	36¢	25¢	_____
1 box of cocoa	48¢	36¢	_____
3 lbs. of vegetable shortening	83¢	63¢	_____
1 pound of steak	86¢	65¢	_____
1 pound of bananas	18¢	12¢	_____
1 pound of pork chops	68¢	47¢	_____

*Personalize to each community and group by using local prices etc.

1. Jim has $5.00 and spends 66¢. His change is_____.
2. Steve has $10.00 and spends $3.45. His change is _____.
3. Cindy has $2.00 and spends $1.10. Her change is_____.
4. Ralph has $20.00 and spends 71¢. His change is_____.
5. Dave has $5.00 and spends $2.01. His change is_____.
6. Joe has $5.00 and spends $4.80. His change is_____.
7. Kathy spends $2.43 of a $10.00 bill. Her change_____.
8. Roger spends $1.33 of $5.00. His change is_____.
9. Pam spends $3.17 of a $5.00. Her change is _____.
10. Patty has $50.00 and spends $5.98. Her change is_____.
11. Tom has $5.00 and spends $1.98. His change is_____.
12. Greg spends $2.49 of a $10.00 bill. His change is_____.
13. George has $5.00 and spends $3.98. His change is_____.
14. Debbie has $20.00 and spends $4.98. Her change is_____.
15. Jackie has $100.00 and spends $12.00. His change is_____.

16. A school class decided to give a birthday party for one of its members. The class saved $10.00 and decided to use this money for the party. They bought a gift for $3.25, a cake for $4.75, and punch for $1.45. How much of the $10.00 was left? _____

WE DEPOSIT MONEY

CURRENCY SILVER CHECKS

TOTAL AMOUNT CURRENCY _____

TOTAL AMOUNT SILVER _____

TOTAL AMOUNT CHECKS _____

TOTAL AMOUNT DEPOSITED _____